DOCUMENT RESUME

ED 174 943 CS 004 924

AUTHOR Kaplan, Bernard
TITLE The Influence of Student Transfer on Reading Achievement Scores in Grades One through Five in Selected Elementary Schools.
PUB DATE 78
NOTE 39p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disadvantaged Youth; Elementary Education; *Ethnic Groups; *Reading Achievement; *Reading Research; *Transfer Students

ABSTRACT

A study was conducted to ascertain what influence transferring from one school to another had on students from four ethnic groups and on the overall reading achievement scores in ten selected Title I disadvantaged schools over a five-year period. The approximately 700 sixth grade students involved in the study represented Hispanic, Causasian, Asian, and Black ethinc groups. It was hypothesized that students with no record of transfer would show greater reading achievement progress than would transfer students, that the level of reading achievement would increase with the number of years of residence stability, and that students from the four ethnic groups with no record of transfer would show greater reading achievement than would transfer students from the same groups. The cumulative records and reading scores of the students for a five-year period were examined. Transfer and stable groups (ethnic and overall) along with grade level groups were established and compared. The results indicated that reading achievement scores of transfer students, in all four ethnic groups as well as the overall group, showed no statistically significant differences from the stable group; therefore, the transfer students did not influence the total reading achievement scores to a significant degree. In general, the transfer students did not show improvement in reading achievement regardless of the number of years in the receiving school. (Tables of data are appended.) (Author/FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED174943

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE INFLUENCE OF STUDENT TRANSFER ON READING ACHIEVEMENT SCORES IN GRADES ONE THROUGH FIVE IN SELECTED ELEMENTARY SCHOOLS

BY

BERNARD KAPLAN

1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bernard Kaplan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS204924

THE INFLUENCE OF STUDENT TRANSFER ON READING ACHIEVEMENT SCORES IN GRADES ONE THROUGH FIVE IN SELECTED ELEMENTARY SCHOOLS

Conclusions, Implications, Recommendations

Overall Combined Groups

The first and second hypotheses' of this study stated that:

1) Students who have no record of transfer between grades one and five will show greater reading achievement progress over the first five years of elementary school than transfer students.
2) The level of reading achievement will increase with the number of years residence stability of the child.

An analysis of the overall data leads to the following conclusions. The overall transfer students or those students transferring into a receiving elementary school in the second grade (see page 27 , Table 102) when compared with the second grade stable group, or those students that originated at the school in the first grade, were only two months below the stable group in reading achievement scores. The Overall Transfer Students at the third grade level were one month above the stable group in reading achievement. The Overall Transfer Group at the fourth and fifth grade levels scored at five months below the stable group on reading achievement scores. At none of the above levels were there any statistically significant differences, nor was there any influence on reading achievement scores by transfer group

scores of any significance. It is interesting to note that the differences between the Overall Stable Group and the Overall Transfer Groups tended to become slightly larger numerically, moving from two months below the stable group in reading achievement at second grade to five months below the stable group in reading achievement by the fifth grade. Therefore, it appears that there are no statistically significant differences and very little influence on total reading achievement scores by the transfer group (see page 27 , Table 102).

When the second grade transfer student's data was analyzed, (see page 28 ,Table 103) and compared with the stable group, as it progressed from second through fifth grade, the data tended to follow the same pattern and range of differences of scores as the Overall Stable and Overall Transfer Groups'. The reading achievement scores of the transfer group at the second grade level were three months below the stable groups scores in reading achievement; one month below at the third grade; and four months below the stable group at the fourth and fifth grade levels. There were no statistically significant differences and the reading achievement scores of the transfer group did not influence the reading achievement scores to any significant degree.

An analysis of the third grade transfer group, those students entering in the third grade and remaining in the receiving school until sixth grade, leads to the conclusions that although the

transfer groups scores were six months above the stable groups at the third grade level they nevertheless joined the pattern set by the overall groups at fourth and fifth grade levels, falling to four months below the stable group at the fourth grade level. There were no statistically significant differences at any grade level and the reading achievement scores of the transfer group apparently did not influence the reading achievement score overall averages to any significant degree.

An analysis of the fourth grade data (overall) leads to the conclusions that the transfer group at fourth grade was one month below the stable group when transferring into the school and two months below the stable group in reading achievement at the fifth grade level, a year later. There were no statistically significant differences and the scores of the transfer group did not influence the reading achievement score overall averages to any significant degree.

The Overall Transfer Reading Achievement Scores do not influence grade by grade, the reading achievement scores of the elementary schools to any significant degree. The differences between transfer and stable groups' reading achievement scores range from two months to five months. There is no reason to believe that transfer from one school to another causes low scores in reading achievement. Indeed indications are that teachers, once realizing that transfer students score only a few months

below the stable groups reading achievement scores (on the average), should make special efforts to bring the transfer student abreast of the stable student in their classroom instruction of reading.

Of course, there may be other factors involved including the influence of the community, home, teacher , and peers, the type of education the child may have been subject to before coming to the new school and expectancy of accomplishment or standards set for the child by his new school and teacher which may cause the students' scores to rise or go down.

An interesting point associated with expectancy is a pattern exhibited in the third grade transfer group of this study (see page 28 , Table 103). Here the third grade transfer group enters school reading at 3.9, or one month above grade norm for third grade reading achievement expectancy (grade norm). A year later the same group has shown no progress but instead has dropped to 3.8, or one year and one month below grade norm for the fourth grade scores yet equal to the stable group's score.

This along with other examples (see pages 37 and 36 , Tables 101 and 110) suggest to teachers, where students who do not meet the standards of the stable group (whether above or below), that the teacher is not meeting the needs or the challenge of the transfer groups. There is a tendency to hold the transfer student back if he scores above the stable student

until the stable student catches up, but this is probably not done consciously by the teacher. If the transfer student scores below the stable groups reading scores the teacher doesn't seem to realize that on the average it is only two months below. The teacher needs to be aware that this slight deficiency of from two to five months begins to widen as the student progresses through junior and senior high school and may well be the seeds of success or failure to the student and his or her future.

Ethnic Conclusions, Implications, and Recommendations

There were two hypotheses related to the ethnic part of this study which stated:

1) Students of the four major ethnic groups: Hispanic, Black/Negro, White/Caucasian, and Asian; with no record of transfer between grades one and five will show greater reading achievement than transfer students of the same ethnic and social economic group.
2) The level of reading achievement will increase with the number of years of residence stability of the child.

Hispanic Ethnic Group

An analysis of the Hispanic Ethnic Groups Overall data leads to the following conclusions. The Overall Hispanic Transfer Students entering the receiving elementary school in the second grade when compared with the Second Grade Hispanic Group (see

page 29 , Table 104) were two months below the stable group in reading achievement scores. Overall Hispanic Transfer Students at the third grade level were one month below the Hispanic Stable Students, but at fourth grade, both groups showed equal reading achievement scores. One year later at fifth grade level the Hispanic Transfer Group once again fell below the Hispanic Stable Groups' reading achievement scores, but only by three months this time; the greatest difference shown between the the groups throughout their elementary school years. At no point in the above levels were there any statistically significant differences nor any significant influence on reading achievement scores by the transfer group.

Overall Hispanic Transfer and Stable scores remained relatively stable, ranging from two to three months differences from grade two to grade five.

When the Second Grade Hispanic Transfer Students data (see page 30 ,Table 105) were analyzed, showing their reading achievement scores from second to fifth grades, and compared with the Hispanic Stable Group (see page 29 , Table 104) as it progressed from second to fifth grade, it followed the same pattern and range of scores as the Overall Hispanic Stable and Transfer Groups and led to the following conclusions. The Hispanic Transfer Groups reading achievement scores at second grade level were two months below the Hispanic Stable Groups

reading achievement scores, two months below the stable group at third grade, equal scores at fourth grade level, and two months below the stable group in reading achievement at fifth grade level. The Hispanic Transfer Group maintained basically the same pattern and range of reading achievement scores and differences as that of the Overall Hispanic Group. The Hispanic Transfer Group (second grade) showed no statistically significant differences over the stable group (see page 30, Table 105) and the reading achievement scores did not influence the reading achievement scores of the schools to any significant degree.

An analysis of the data of the Fifth Grade Hispanic Stable Group showed the transfer group to be five months below the Hispanic Stable Group. The comparison showed no statistically significant differences over the stable group and the transfer scores did not influence the school scores to any significant degree.

A comparison of the Overall Stable Groups and the Hispanic Overall Stable Groups (see pages 27 and 29, Tables 102 and 104) show very little differences between the two stable groups. An interesting pattern that begins to emerge is that the range of differences between the two stable groups tends to widen as the child remains in school (residence) beginning in the first and second grades where the Hispanic Stable Group was one month below the Overall Stable Group in reading achievement scores.

At the third grade level the reading achievement scores were equal. But at the fourth grade level the Hispanic Stable Group scored four months below the Overall Stable Group and at the fifth grade level the Hispanic Group was three months below the Overall Stable Group. There is no statistically significant difference between the two stable groups and the Hispanic Stable Groups' reading achievement scores do not influence the the overall reading achievement scores of the schools to any significant degree.

An analysis of the Hispanic Transfer Group and the Overall Transfer Groups data (see pages 27 and 29, Tables 102 and 104) leads to the conclusions that the patterns and ranges of reading achievement scores when comparing the two groups are basically the same. At second grade level the Hispanic Groups' reading achievement score was one month below the Overall Transfer Groups; at the third grade level the Hispanic Overall Transfer Group was two months below; at fourth grade level the Hispanic Group was one month above the Overall Transfer Group but fell one month below the Overall Transfer Group in reading achievement scores by the fifth grade.

The part of this study, involving the Hispanic Ethnic Groups, does not support the hypotheses that students of the Hispanic Transfer Groups will influence the reading achievement scores of the selected elementary schools to any significant degree. True they do, for the most part, score slightly below

that of the stable groups, both ethnic and overall, but it is not of any statistically significant difference.

A pattern begins to emerge, although not of any statistical significance, that shows an increase in differences in reading achievement scores between the transfer student groups and the stable student groups as the years of residency at the receiving elementary school grows. This does not support the hypothesis that the level of reading achievement will increase with the number of years residence the transfer student remains at the receiving elementary school. It is interesting to note that all Hispanic Groups, both transfer and stable are below the reading achievement grade norm for the standardized tests used in this study; in some cases by as much as 1.3, or one year, three months by the time the fifth grade is reached.

Further studies of this type (see pages 25 and 26) should provide additional information and data necessary to further determine to what degree ethnic transfer students influence reading achievement scores.

Black Ethnic Group

An analysis of the Black/Negro Ethnic Groups Overall Data leads to the following conclusions. The Overall Black Transfer Students entering the receiving elementary school in the second grade when compared to the Second Grade Overall Black Stable Group (see page 31 , Table 106) were four months below the Black Stable Group in reading achievement scores. The Overall Black

Transfer Students at the third grade level were equal in reading achievement scores with those of the stable group of students. However, at fourth grade level the Black Transfer Group had fallen below the Black Stable Group by three months. One year later at fifth grade level the two groups were again equal in reading achievement scores. At no point in the forementioned levels were there any statistically significant differences nor any significant influences on reading achievement scores in the schools by the transfer groups. Overall Black Transfer and Stable Group scores remained relatively stable ranging from three to four months differences from grade two through to grade five.

When the Second Grade Level Black Transfer Group's data (see page 32 , Table 107) were analyzed showing the reading achievement scores from second to fifth grades and compared with the Overall Black Stable Groups, as it progressed from grade level to grade level, it was found to follow a varied pattern. The Black Transfer reading achievement scores at second grade level (see pages 31 and 32 , Tables 106 and 107) were four months below the stable reading achievement scores, five months below the stable group in reading achievement by fifth grade. The Black Transfer Group's reading achievement scores deviated from the Black Overall Stable Group scores in that the range of differences between the groups were from four months to as much as a full school year. The range of

differences between the Black Overall Stable Group and the Black Transfer Group tended to widen as the number of years in residency at the receiving school by the transfer student increased. The Second Grade Black Transfer Group showed no statistically significant differences from the stable group and did not influence the scores of the schools to any significant degree.

An analysis of the Third Grade Black Transfer Groups data (See pages 31 and 32, Tables 106 and 107) and the Third Grade Black Stable Group leads to the conclusions that the Black Transfer Groups' patterns and range of differences, although not statistically significant, nevertheless, yielded some interesting information.The Third Grade Black Transfer Groups' reading achievement scores at third grade level were three months above the Black Stable Groups' reading achievement scores, but by the fourth grade level had dropped to one year below the stable groups reading achievement scores. One year later, at fifth grade level, the reading achievement scores of the Black Transfer Group was eight months above the stable groups' reading achievement score. This could mean that the transfer group took one year to adjust to their new school and community environment and then began to stablize. Of course, this could also be an isolated case. The Third Grade Black Transfer Group showed no statistically significant differences over the stable group in reading achievement scores and did not influence the

reading achievement scores of the schools to any significant degree.

The Fourth Grade Black Transfer Group (see pages 31 and 32 , Tables 106 and 107) when compared with the Overall Black Stable Groups at fourth grade level showed that the Black Transfer Group scored one month above the Black Stable Group in reading achievement and then dropped to six months below the Black Stable Group one year later in the fifth grade. Again, as in the previous analysis, the Fourth Grade Black Transfer Group scored above the stable group but did not show any expected progress the following year. Indeed the transfer group dropped two months below the stable group at the fourth grade in reading achievement. The scores of the transfer group showed no statistically significant differences over the stable groups' reading achievement scores and did not influence the reading achievement scores of the schools to any significant degree.

An analysis of the Fifth Grade Black Transfer Groups' data showed that when compared with the Fifth Grade Black Stable Group (see pages 31 and 32 ,Tables 106 and 107) it was found to be two months below the Black Stable Groups' data. The comparison showed no statistically significant differences between the groups and the reading achievement scores of the transfer group did not influence the overall reading achievement scores of the schools to any significant degree.

A comparison of the Overall Stable Groups' and the Black Overall Stable Groups reading achievement data (see pages 27 and 31 , Tables 102 and 106) indicates very little differences between the two stable groups. It is interesting to note that the range of differences between the two stable groups tends to widen as a child remains at a receiving school. Beginning in the first, second, and third grades, both the Overall Stable Group and the Black Stable Group show only one months difference gradually widening at fourth grade to two months and to five months by the fifth grade. There is no statistically significant difference between the stable groups and the Black Stable Group reading achievement scores do not influence the Overall Stable Groups' reading achievement scores of the schools to any significant degree.

An analysis of the Overall Black Transfer Group and the Overall Transfer Groups' data leads to the conclusions that patterns and ranges for both groups are basically identical. The range of difference was only two months between the two groups at second grade gradually increasing through grades three and four, but by grade five both transfer groups were equal in reading achievement scores (see pages 27 and 31 , Tables 102 and 106). There is no statistically significant differences between the

two transfer groups and the Black Transfer Groups' reading achievement scores do not influence the Overall Transfers' reading achievement scores of the schools to any significant degree.

This part of this study involving the Black Ethnic Group, does not support the hypothesis that students of the Black Transfer Groups will influence the reading achievement scores at the selected elementary schools to any significant degree. It is true that they do score, for the most part, below that of the Black Stable Groups reading achievement scores, but it is of no statistically significant difference or degree.

Once again, a pattern begins to emerge, although of no statistical significance, that shows an increase in reading achievement scores between the transfer students groups and the stable student groups as the years of residency at the receiving school grows. This does not support the hypothesis that the level of reading achievement scores will increase with the number of years residence the transfer student remains at the receiving school. It is interesting to note that, as in the Hispanic Ethnic Groups, both the transfer and stable groups are below the reading achievement grade norm for the standardized tests used in this study, in some cases by as much as 1.2, or one year, two school months , by the fifth grade.

White/Caucasian Ethnic Group

An analysis of the White/Caucasian Ethnic Groups' data leads to the following conclusions. The Overall White Transfer Groups' entering the receiving elementary schools in the second grade when compared to the Second Grade Overall White Stable Group (See Page 33 , Table 108) were found to be two months below the stable group in reading achievement scores. The Overall White Transfer Students at the third grade level were three months below the stable group, but by the fourth grade had attained equal reading achievement scores with that of the stable group. One year later, at the fifth grade level, the Overall White Transfer Group scored one month above the stable group in reading achievement. At no point in the aforementioned levels were there any statistically significant differences nor any significant influence on reading achievement scores by the transfer groups. Overall White Transfer and Stable Groups' scores remained relatively stable, ranging from two months to three months differences between grades two through to grade five.

When the Second Grade White Transfer Groups' data was analyzed (See pages 33 and 34 , Tables 108 and 109), showing the reading achievement scores from second to fifth grades and compared with the Overall White Stable Groups, as it progressed from grades two through five, it followed a varied pattern. The White Transfer Groups' reading achievement scores at second grade level were

two months below the stable groups reading achievement scores at the second grade level, six months below the stable group in reading achievement at the third grade, one year below the stable group in reading achievement at the fourth grade and three months below the stable group by the fifth grade. The Second Grade Overall White Transfer Groups' reading achievement scores deviated from the Overall White Stable Group scores in that their range of differences were from two months to as much as one year. The range of differences between the White Overall Stable Group and the Second Grade White Transfer Group tended to widen as the number of years in residency at the receiving elementary school by the transfer student increased. The Second Grade White Transfer Group scores showed no statistically significant differences over the stable group and the reading achievement scores did not influence the reading achievement scores of the schools to any significant degree.

An analysis of the Third Grade White Transfer Groups' data (See pages 33 and 34 , Tables 108 and 109) leads to the conclusions that the White Transfer Groups' patterns and range of differences were basically the same as that of the Overall White Transfer Group and the Overall White Stable Group. The transfer groups reading achievement scores at the third grade level were two months below the stable group and one month below the stable group at

fourth grade, but both groups were equal in reading achievement scores by the fifth grade. The Third Grade White Transfer Group showed no statistically significant differences over the stable group and the scores did not influence the reading achievement scores of the schools to any significant degree.

The Fourth Grade White Transfer Group, when compared with the Overall White Stable Group (See pages 33 and 34) at fourth grade level, showed that the White Transfer Group scored four months above the Overall White Stable Groups in reading achievement and by the fifth grade level showed a further increase of seven months difference. This seems to be an isolated instance within this study in which the transfer group may have been composed of more capable students who were able to adjust perhaps quicker to their new surroundings. However, there was no statistically significant differences between the Fourth Grade White Transfer Group and the Overall White Stable Group and the transfer group did not influence the reading achievement scores of the schools to any significant degree.

An analysis of the data of the Fifth Grade White Transfer Group showed that when compared with the Fifth Grade Overall White Stable Group, it was found to be two months below the White Stable Group (See pages 33 and 34, Tables 108 and 109). The comparison showed no statistically significant differences between groups and the reading achievement scores of the transfer group did not influence the overall reading achievement scores

of the schools to any significant degree.

A comparison of the Overall Stable Group and the Overall White Stable Group (See pages 27 and 33 , Tables 102 and 108) indicates very little differences between the two stable groups. Indeed, there is no statistically significant differences between the two stable groups and the Overall White Stable Groups reading achievement scores do not influence the Overall Stable Groups' reading achievement scores to any significant degree.

An analysis of the Overall Transfer Groups and the Overall White Transfer Groups data (see pages 27 and 33 , Tables 102 and 108) leads to the conclusion that the range of differences between the groups gradually increase through the years of residency. At second and third grades the reading achievement scores showed only one months difference with the White Transfer Group below the Overall Transfer Group. At fourth grade the difference had increased to six months and by the fifth grade the Overall Transfer Group was above the White Transfer Group in reading achievement by five months. Again there is no statistically significant differences between the two groups and the Overall White Transfer Group did not influence the reading achievement scores of the schools to any significant degree.

This part of the study, involving the White/Caucasian Ethnic Group, does not support the hypothesis that students of the White Transfer Ethnic Groups will influence the reading

achievement scores at the selected elementary schools to any significant degree. It is true that they do score, for the most part below that of the stable group, but it is of no statistically significant difference.

Again, as in the Hispanic and Black Ethnic Groups, a pattern, although not of any statistical significance, begins to emerge for the White Transfer Group that shows there is an increase in differences in reading achievement scores between the transfer students and the stable students groups as the years of residency at the receiving school increases. This does not support the hypothesis that the level of reading achievement will increase with the number of years residence the transfer student remains at the receiving school. It is interesting to note that, as in the Hispanic and Black Ethnic Groups, both the transfer and stable groups are below reading achievement grade norm expectancy for the standardized tests used in this study.

Asian Ethnic Group

An analysis of the Asian Ethnic Groups' data leads to the following conclusions. The Overall Asian Transfer Students entering the receiving elementary schools in the second grade when compared with the Second Grade Overall Asian Group (See page 35 Table 109) were found to be four months below the stable group in reading achievement scores. The Overall Asian Transfer Group

at the third grade level were four months below the stable group in reading achievement. By fourth grade there was a difference of six months in reading achievement scores and by the fifth grade the transfer group was below the stable group by five months. At no point in the aforementioned grade levels were there any significant influence on reading achievement scores by the transfer group.

When the Second Grade Asian Transfer Groups' data (See pages 35 and 36 , Tables 109 and 110) were analyzed showing the reading achievement scores from second to fifth grades, and compared with the Overall Asian Stable Group as it progressed from grades two through five, it followed a varied pattern. The Asian Transfer Groups' reading achievement scores at second and third grade levels were four months below the stable groups reading achievement scores, one year and one month below the stable group at the fourth grade and only one month below the stable group in reading achievement at the fifth grade level. The Second Grade Asian Transfer Groups' reading achievement scores deviated from the Overall Asian Stable Group scores in that their range of differences were from one month (oddly at the fifth grade level) to as much as one year and one month. The Second Grade Asian Transfer Group showed no statistically significant differences over the Asian Stable Group and the scores did not influence the

reading achievement scores of the schools to any significant degree.

An analysis of the Third Grade Asian Transfer Groups' data (See pages 35 and 36 , Tables 109 and 110) leads to the conclusions that the Asian Transfer Groups' patterns and range of differences were varied. The transfer groups reading achievement scores at second, third, and fourth grade levels were three months below the stable group, but at fifth grade the transfer groups' reading achievement scores jumped to one year and five months above the stable groups reading achievement scores. However, the number of students involved (See pages 35 and 36 , Tables 109 and 110) may account for the sharp rise in reading achievement scores for that grade. The Third Grade Asian Transfer Groups' reading achievement scores showed no statistically significant differences over the stable group and their scores did not influence the reading achievement scores of the schools to any significant degree.

The Fourth Grade Asian Transfer Groups' data when compared with the Overall Asian Stable Groups (See pages 35 and 36 , Tables 109 and 110) at fourth grade level showed that the Asian Transfer Group scored three months below the Overall Stable Group in reading achievement and by the fifth grade level showed a further decline to one year and four months below the stable groups reading achievement scores. There doesn't seem to be any explanation for this great drop in reading achievement scores

as these were the same students tested the previous years. However, this is an isolated case within this particular part of this study. Because of the number of students involved in this segment of the study there was no statistically significant differences between the Fourth Grade Asian Transfer Group and and the Overall Asian Stable Group in reading achievement scores and the transfer group scores did not influence the reading achievement scores of the schools to any significant degree.

An analysis of the data of the Fifth Grade Asian Transfer Group showed that when compared with the Overall Asian Stable Group (See pages 35 and 36 , Tables 109 and 110) were found to be one year and two months below the stable group in reading achievement scores. The comparison showed no statistically significant differences between the groups and the reading achievement scores of the transfer group did not influence the reading achievement scores of the schools to any significant degree.

A comparison of the Overall Stable Group and the Overall Asian Stable Group (See pages 27 and 35 , Tables 102 and 109) indicates a varied pattern between the two groups. The Asian Stable Group at second grade level is one month above the Overall Stable Group in reading achievement scores, five months above at the third grade level, nine months above in reading achievement by the fourth grade, but by the fifth grade the two groups almost

equalize with the Asian Stable Group showing only one month above the Overall Stable Group in reading achievement scores. There was no statistically significant differences between the two stable groups and the Overall Asian Stable Groups' reading achievement scores do not influence the Overall Stable Groups reading achievement scores of the elementary schools to any degree.

An analysis of the Overall Transfer Groups and the Overall Asian Transfer Groups' data (See pages 27 and 35 , Tables 102 and 109) leads to the conclusions that the range of differences between the groups remains relatively stable through the years of residency. At second grade the Asian Transfer Group was only one month below the Overall Transfer Group in reading achievement scores, the scores equalizing at the third grade level. But at the fourth grade the Asian Transfer Groups' reading achievement scores surpass the Overall Transfer Groups reading achievement scores by eight months. One year later the Asian Transfer Groups' reading achievement scores have once again fallen one month below the Overall Transfer Group in reading achievement for the fifth grade level. There is no statistically significant differences between the two transfer groups and the Overall Asian Transfer Groups' reading achievement scores did not influence the reading achievement scores of the schools to any significant degree.

This part of the study, involving the Asian Ethnic Group, does not support the hypothesis that students of the Asian Transfer Groups will influence the reading achievement scores at selected elementary schools to any significant degree. It is true that they do score, for the most part, below that of the stable group, but it is of no statistically significant difference.

As in the Hispanic, Black/Negro, and White/Caucasian Groups, a pattern, although not of any statistically significant difference, begins to emerge that shows there is an increase in differences in reading achievement scores between the transfer students and the stable students as the years of residency at the receiving schools increases. This does not support the hypothesis that the level of reading achievement will increase with the number of years residence the transfer student remains at the receiving school. In the Asian Ethnic Group,as in the Hispanic, Black/Negro, and White/Caucasian Groups, both the transfer and stable groups were below the reading achievement grade norm expectancy for the standardized tests used in this study.

A comparison of the reading achievement scores of the different ethnic groups leads one to conclude that the transfer and stable groups in all ethnic groups are basically the same and set relatively the same patterns and ranges of reading achievement. There were no statistically significant differences between any of the four ethnic groups in reading achievement scores and

the ethnic transfer groups did not influence the reading achievement scores of the elementary schools to any significant degree.

This study does not support the hypothesis that students, whether ethnically classified or as a part of the overall groups, who transfer from school to school will score below the stable students in reading achievement. For all the groups, both transfer and stable, there is very little difference in reading achievement scores as a result of the influence of the transfer student. Of course, this study was limited to a lower socio-economic group of students and does not reflect the cross-section of society necessary to evaluate the transfer influence on a national level. Further studies of this type should be made involving:

1) Students from schools in affluent areas transferring to schools in low socio-economic areas.
2) Students from low socio-economic area schools transferring to more affluent area schools.
3) Students from affluent area schools transferring to other affluent area schools
4) Students with high reading achievement scores transferring to schools of different racial and socio-economic levels.
5) Students with average reading achievement scores transferring to schools of different socio-economic and racial make-ups.

6) Neighborhood influences on the transfer student.

7) Students transferring with and without busing as a factor.

8) Peer influences and pressures on the transfer student.

9) The relationship between the transfer of students and the employment or lack of employment of the father and the mother.

Studies of this type and the ones listed above are needed belore formulating the plans necessary to deal with the needs of the transfer student and his influence on the reading achievement scores which seem to control the amount of money being invested in education by the different State and Federal agencies.

SUMMARY OF ALL DATA BY OVERALL COMBINED GROUPS AND ETHNIC AND GRADE LEVEL GROUPS

Combined Overall Groups

TABLE 102

STABLE GROUP

	1st	2nd	3rd	4th	5th	
Total Reading	590.8	815	1153	1389	1416	
Number Students	339	360	374	357	276	
Averages	1.7	2.3	3.0	3.9	5.1	
Standard Dev.	.8	.7	.9	1.4	2.0	

TRANSFER GROUP

		2nd	3rd	4th	5th	
Total Reading		133.6	370.4	678.5	1095.5	
Number Students		65	119	197	240	
Averages		2.1	3.1	3.4	4.6	
Standard Dev.		.7	.8	1.4	1.7	

TRANSFER GROUPS BY GRADE LEVEL

Combined Overall Group

TABLE 103

Second Grade		2nd	3rd	4th	5th	
Total Reading		133.6	194.9	248	1139.9	
Number Students		65	68	72	51	
Averages		2.0	2.9	3.5	4.7	
Standard Dev.		.7	.8	1.4	1.8	

Third Grade			3rd	4th	5th	
Total Reading			175.5	189.3	213.5	
Number Students			49	54	44	
Averages			3.6	3.5	4.9	
Standard Dev.			.9	1.0	1.6	

Fourth Grade				4th	5th	
Total Reading				270.4	375.7	
Number Students				71	77	
Averages				3.8	4.9	

Fifth Grade					5th	
Total Reading					266.4	
Number Students					68	
Averages					3.9	
Standard Dev.					1.6	

HISPANIC ETHNIC GROUP

TABLE 104

Combined Overall Groups

STABLE GROUP

	1st	2nd	3rd	4th	5th	
Total Reading	281.7	436.5	629.6	738.1	735.2	
Number Students	177	198	211	208	152	
Averages	1.6	2.2	3.0	3.5	4.8	
Standard Dev.	.4	.7	1.0	1.4	2.0	

TRANSFER GROUP

	1st	2nd	3rd	4th	5th	
Total Reading		87.66	221.6	448.7	685.77	
Number Students		43	77	128	151	
Averages		2.0	2.9	3.5	4.5	
Standard Dev		.7	.9	1.3	1.6	

HISPANIC ETHNIC GROUP

Transfer Groups By Grade Level

TABLE 105

Second Grade		2nd	3rd	4th	5th	
Total Reading		87.66	130.6	169	145.9	
Number Students		43	47	49	32	
Averages		2.0	2.8	3.5	4.6	
Standard Dev.		.7	1.0	1.3	1.9	

Third Grade			3rd	4th	5th	
Total Reading			91	106.2	112.9	
Number Students			30	30	25	
Averages			3.0	3.5	4.5	
Standard Dev.			.8	1.0	1.3	

Fourth Grade				4th	5th	
Total Reading				173.4	258.7	
Number Students				49	55	
Averages				3.5	4.7	
Standard Dev.				1.4	1.6	

Fifth Grade					5th	
Total Reading					168.2	
Number Students					39	
Averages					4.3	
Standard Dev.					1.4	

BLACK ETHNIC GROUP

Combined Overall Groups

TABLE 106

STABLE GROUP

	1st	2nd	3rd	4th	5th	
Total Reading	68.2	94.6	127.7	105.3	120.7	
Number Students	44	41	43	26	26	
Averages	1.6	2.3	2.9	4.1	4.6	
Standard Dev.	.3	.7	.9	1.4	1.6	

TRANSFER GROUP

		2nd	3rd	4th	5th	
Total Reading		5.7	34.9	40.6	82.3	
Number Students		3	12	12	18	
Averages		1.9	2.9	3.8	4.6	
Standard Dev.		.4	.7	.6	1.6	

BLACK ETHNIC GROUP

TRANSFER GROUPS BY GRADE LEVEL

TABLE 107

Second Grade		2nd	3rd	4th	5th	
Total Reading		5.7	9.5	12.4	8.2	
Number Students		3	4	4	2	
Averages		1.9	2.4	3.1	4.1	
Standard Dev.		.4	.5	.8	1.6	

Third Grade			3rd	4th	5th	
Total Reading			25.4	15.7	32.5	
Number Students			8	5	6	
Averages			3.2	3.1	5.4	
Standard Dev.			.8	1.0	2.2	

Fourth Grade				4th	5th	
Total Reading				12.5	19.8	
Number Students				3	5	
Averages				4.2	4.0	
Standard Dev.				.7	1.6	

Fifth Grade					5th	
Total Reading					21.8	
Number Students					5	
Averages					4.4	
Standard Dev.					1.2	

WHITE/CAUCASIAN ETHNIC GROUP

TABLE 108

Combined Overall Groups

STABLE GROUP

	1st	2nd	3rd	4th	5th	
Total Reading	112.2	155.7	215.6	263.8	219.9	
Number Students	65	66	65	66	60	
Averages	1.7	2.4	3.3	4.0	5.0	
Standard Dev.	.5	.8	.9	1.3	1.7	

TRANSFER GROUP

		2nd	3rd	4th	5th	
Total Reading		17.9	56.3	115.2	244.3	
Number Students		8	19	29	48	
Averages		2.2	3.0	4.0	5.1	
Standard Dev.		.6	.8	1.5	1.9	

WHITE/CAUCASIAN ETHNIC GROUP

TRANSFER GROUPS BY GRADE LEVEL

TABLE 109

Second Grade		2nd	3rd	4th	5th	
Total Reading		17.9	21.8	15	28.3	
Number Students		8	8	5	6	
Averages		2.2	2.7	3.0	4.7	
Standard Dev.		.6	1.0	1.4	1.6	

Third Grade			3rd	4th	5th	
Total Reading			34.5	42.8	50.1	
Number Students			11	11	10	
Averages			3.1	3.9	5.0	
Standard Dev.			.7	1.1	1.6	

Fourth Grade				4th	5th	
Total Reading				57.4	79.5	
Number Students				13	14	
Averages				4.4	5.7	
Standard Dev.				1.8	2.6	

Fifth Grade					5th	
Total Reading					86.4	
Number Students					18	
Averages					4.8	
Standard Dev.					1.4	

ASIAN ETHNIC GROUP

COMBINED OVERALL GROUPS

TABLE 109

STABLE GROUP

	1st	2nd	3rd	4th	5th	
Total Reading	96.9	135.9	205.5	282.3	258.2	
Number Students	57	57	59	59	43	
Averages	1.7	2.4	3.5	4.8	5.0	
Standard Dev.	.5	.7	.8	1.5	2.1	

		2nd	3rd	4th	5th	
Total Reading		23.4	43.6	91.5	112.2	
Number Students		12	14	22	25	
Averages		2.0	3.1	4.2	4.5	
Standard Dev.		1.1	1.0	1.6	1.7	

ASIAN ETHNIC GROUPS

TRANSFER GROUPS BY GRADE LEVEL

TABLE 110

Second Grade		2nd	3rd	4th	5th	
Total Reading		23.4	30.5	46.9	44.1	
Number Students		12	10	12	8	
Averages		2.0	3.1	3.9	5.1	
Standard Dev.		1.1	1.0	1.7	1.6	

Third Grade			3rd	4th	5th	
Total Reading			13.1	17.9	12.9	
Number Students			4	4	2	
Averages			3.3	4.5	6.5	
Standard Dev.			.6	1.1	3.3	

Fourth Grade				4th	5th	
Total Reading				26.7	24.9	
Number Students				6	7	
Averages				4.5	3.6	
Standard Dev.				1.7	1.7	

Fifth Grade					5th	
Total Reading					30.3	
Number Students					8	
Averages					3.8	
Standard Dev.					1.4	

TABLE 101

GROUP	MEAN	DIFFERENCE	STAND. DEV.	STAT. DIFFERENCE
Overall Transfer	4.6		1.7	
# 240		.3		.01
Asian Transfer	4.9		1.7	
# 25				

Comparison Fifth Grade Overall Transfer Group and Fifth Grade Overall Asian Transfer Group

= Number of students